



B D Lee Elementary

401 Overbrook Drive
Gaffney, South Carolina

Grades	PK-5 Elementary School	
Enrollment	437 Students	
Principal	Mrs. Sharon Jefferies	864-489-5748
Superintendent	Dr. William B. James	864-902-3500
Board Chair	Mr. Billy Blackwell	864-902-3542

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	Average	At-Risk
2005	Average	At-Risk
2004	Good	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

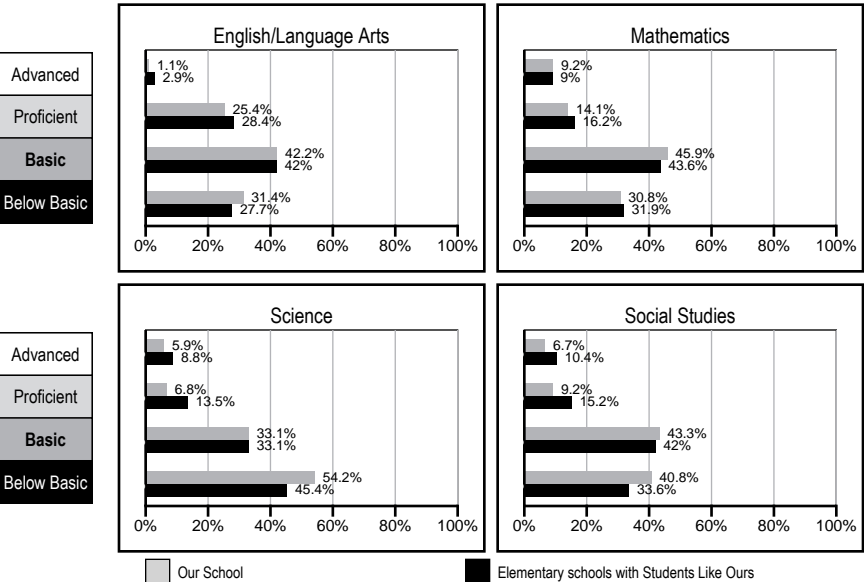
97.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	17	62	13

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=437)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.7%	Down from 1.3%	3.0%	2.3%
Attendance rate	96.3%	Up from 96.1%	96.0%	96.3%
Eligible for gifted and talented	7.1%	No Change	6.2%	10.4%
With disabilities other than speech	5.0%	Up from 3.3%	8.4%	7.5%
Older than usual for grade	0.0%	Down from 0.3%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	75.9%	Up from 73.1%	54.2%	56.7%
Continuing contract teachers	89.7%	Down from 92.3%	71.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.9%	Up from 88.0%	85.0%	86.4%
Teacher attendance rate	93.6%	Down from 94.0%	94.8%	94.9%
Average teacher salary	\$48,243	Up 0.6%	\$44,314	\$45,345
Professional development days/teacher	10.4 days	Down from 18.8 days	13.1 days	12.6 days
School				
Principal's years at school	1.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	22.0 to 1	Up from 21.4 to 1	17.5 to 1	18.5 to 1
Prime instructional time	88.3%	No Change	88.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,904	Up 1.9%	\$7,616	\$7,052
Percent of expenditures for instruction*	73.1%	Up from 69.4%	69.1%	69.1%
Percent of expenditures for teacher salaries*	69.7%	Up from 66.7%	62.9%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2007-2008 school year at B. D. Lee Elementary was focused on improving student achievement, character development, increasing school-home communications, and increasing our school absolute and improvement rating to the next level. In an effort to achieve these goals, teachers correlated standards to both instruction and assessment to increase student achievement. Dominic Assessment was utilized to provide Differentiation of Instruction and Reading Recovery was implemented to serve as one-on-one and small group early intervention. Emphasis was also placed on a school-wide character education broadcast and family-centered activities.

Our literacy and math coaches have continuously provided collaboration among teachers to assist with implementation of effective, research-based teaching strategies. Teachers have been assisted with testing analysis, alignment of standards, and differentiated instruction to allow students to excel in reading, writing, and math. Teachers engaged in technology staff development to learn to integrate technology lessons across the curriculum.

This year, Karen Martin received an EIA Grant, and Cindy Byars received an SCIRA Grant that provided materials in Math and ELA for our students. We have two teachers who are National Board Certified: Karen Henderson and Cindy Byars. Mary Starnes was selected as Teacher of the Year for our school. B. D. Lee received the South Carolina Red Carpet Award in recognition of its family-friendly atmosphere. B. D. Lee has received national recognition by making AYP (Adequate Yearly Progress) as required by the federal No Child Left Behind law.

Students participated in educational field trips to Riverbanks Zoo, Barnum & Bailey Circus, Spartanburg Arts Center, USC Upstate Science Fair, Outback Steak House, Nestle Corporation, and educational plays to enhance character education. Our business partner, Nestle, has provided a school/community partnership that has provided valuable experiences and opportunities for our students through Pen Pals, Nestle Buddies, and Role Model Readers. The Boys & Girls Club has provided youth development and core programs, such as character and leadership development, education and career development, health skills, the arts, fitness and recreation.

The School Improvement Council, PTO, teachers, and students have worked hard to make this a successful school year. Our parents, teachers, and students were very active in local fundraising, such as Jump Rope for Heart and Relay for Life. The PTO has taken on several Beautification Projects, such as the attractive landscaping that highlights the front of the building and two beautiful mural paintings within the school. The PTO has sponsored school programs, such as family night, student dances, scholastic school-wide book fair, teacher appreciation, PACT Day Celebration, field trips, and Awards Day to build communication between parents, teachers, and students. We are very thankful for the commitment and dedication of our PTO, teachers, students, and community members.

Sharon Jefferies, Principal
Jay McCraw, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	59	34
Percent satisfied with learning environment	100.0%	93.2%	94.1%
Percent satisfied with social and physical environment	96.2%	83.1%	97.0%
Percent satisfied with school-home relations	92.3%	84.5%	91.2%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 7 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	197	100	31.5	41.8	25.5	1.1	35.3	43.2	48.2	No	Yes
Gender											
Male	97	100	37.8	43.3	18.9	0	23.3	36.1	41.7	N/A	N/A
Female	100	100	25.5	40.4	31.9	2.1	46.8	50.4	55	N/A	N/A
Racial/Ethnic Group											
White	38	100	20	34.3	42.9	2.9	57.1	50.3	60	I/S	I/S
African American	148	100	34.3	44.1	21	0.7	30.1	27.6	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	64.7	70.4	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	18.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	21	100	75	20	5	0	5	13.6	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	11	100	33.3	33.3	33.3	0	33.3	21.9	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	155	100	33.6	46.6	19.2	0.7	29.5	31.3	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	197	100	31	46.2	13.6	9.2	29.9	43.8	45.8	No	Yes
Gender											
Male	97	100	34.4	52.2	6.7	6.7	23.3	43.1	45.6	N/A	N/A
Female	100	100	27.7	40.4	20.2	11.7	36.2	44.5	45.9	N/A	N/A
Racial/Ethnic Group											
White	38	100	20	37.1	14.3	28.6	45.7	51.6	59	I/S	I/S
African American	148	100	34.3	47.6	13.3	4.9	25.9	25.3	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	76.5	71.3	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	26.6	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	21	100	85	15	0	0	5	17.1	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	11	100	16.7	66.7	16.7	0	33.3	30.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	155	100	35.6	47.9	12.3	4.1	24	31.9	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	127	100	54.7	32.5	6.8	6	12.8	26.4	35.7	96.3	96.2
Gender											
Male	63	100	56.9	32.8	5.2	5.2	10.3	27.3	37.4	96	96.2
Female	64	100	52.5	32.2	8.5	6.8	15.3	25.5	33.8	96.4	96.3
Racial/Ethnic Group											
White	23	100	31.8	36.4	9.1	22.7	31.8	33.3	49.2	94.5	96
African American	94	100	60	32.2	5.6	2.2	7.8	10.6	17	96.7	96.6
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	97.6	97
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	11	24.9	97.2	97.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	96.3
Disability Status											
Disabled	16	100	68.8	25	6.3	0	6.3	12	14	93.4	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	10.1	24.4	97.5	97.4
Socio-Economic Status											
Subsidized meals	97	100	60.4	30.8	6.6	2.2	8.8	17	21.1	96.1	95.8

Social Studies

All Students	127	100	40.3	43.7	9.2	6.7	16	20.5	34	96.3	96.2
Gender											
Male	63	100	40.7	42.4	11.9	5.1	16.9	21.9	36.6	96	96.2
Female	64	100	40	45	6.7	8.3	15	19	31.3	96.4	96.3
Racial/Ethnic Group											
White	24	100	36.4	36.4	13.6	13.6	27.3	24.9	44.5	94.5	96
African American	98	100	41.1	46.3	7.4	5.3	12.6	9.8	19.1	96.7	96.6
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	42.9	58.9	97.6	97
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	10	27.5	97.2	97.3
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.3
Disability Status											
Disabled	14	100	76.9	23.1	0	0	0	10.2	14.4	93.4	95.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	12.4	27.3	97.5	97.4
Socio-Economic Status											
Subsidized meals	102	100	45.3	44.2	7.4	3.2	10.5	12.7	21	96.1	95.8

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	61	100	13.3	50	33.3	3.3	36.7
	4	66	100	23.4	53.1	21.9	1.6	23.4
	5	50	100	26.7	53.3	20	0	20
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	69	100	22.4	44.8	29.9	3	32.8
	4	57	100	32.7	38.5	28.8	0	28.8
	5	71	100	40	41.5	18.5	0	18.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	61	100	36.7	48.3	13.3	1.7	15
	4	66	100	25	37.5	23.4	14.1	37.5
	5	50	100	35.6	37.8	15.6	11.1	26.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	69	100	37.3	44.8	9	9	17.9
	4	57	100	26.9	51.9	13.5	7.7	21.2
	5	71	100	27.7	43.1	18.5	10.8	29.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	30	100	65.5	31	3.4	0	3.4
	4	66	100	53.1	26.6	12.5	7.8	20.3
	5	25	100	47.6	23.8	19	9.5	28.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	34	100	39.4	39.4	15.2	6.1	21.2
	4	57	100	51.9	40.4	3.8	3.8	7.7
	5	36	100	75	12.5	3.1	9.4	12.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	31	100	32.3	58.1	6.5	3.2	9.7
	4	66	100	37.5	39.1	17.2	6.3	23.4
	5	25	100	29.2	50	12.5	8.3	20.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	35	100	38.2	47.1	8.8	5.9	14.7
	4	57	100	36.5	48.1	9.6	5.8	15.4
	5	35	100	48.5	33.3	9.1	9.1	18.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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